

Episode 17: A Midsummer Night's Dream

Clip: Staged Fighting

Activity: Body Language

Themes: Health and Wellbeing, Dance Skills

Elements of dance: body, space, relationships

1. As a class, view the clip, *Staged Fighting*, where there are fights within fights: Kat and Tara's disagreements come to a head while Sammy and Abigail fight about revealing their relationship - all within the staged fight choreography of *A Midsummer Night's Dream*.
2. Ask students to watch the clip closely, paying attention to Sammy and Abigail's movements and proximity. As a class, discuss how we often learn more about a situation through the way people act towards each other. Articulate for students that body language is important to read a person's motive, reaction, and emotional connection to a situation. Ninety-three percent of communication is non-verbal. Of this percentage, non-verbal communication amounts to:
 - a. body language = 55%
 - b. tone of voice = 38%
 - c. verbal = 7%

Our body language is often unconscious and gives other people "clues" as to what we really think. If we look carefully at the eyes and mouth, gestures, body position and mirroring of each other, we might "hear" things other than those being said.

3. Ask students to complete the **Student Activity Sheet E17.4: Body Language**.
4. Have students work in groups of four, comprised of two teams of two students. All students receive an emotion card. The first two students demonstrate the emotion (on the card) via body language and tone of voice (using no words). For instance, angry may see the student cross arms, avoid eye contact, with tightness around the eyes and mouth. Their partners try to guess the emotion. The pairs then swap. Repeat the activity several times with different cards.
5. Ask students to remember that when we communicate with others we should consider:
 - a. What am I revealing about myself? Do I appear confident, worried, nervous, enthusiastic, knowledgeable, sympathetic or interested?

- b. What is my tone of voice saying to others? Will I appear bored, informed, interested, polite, rude, loud, shy, and/or angry?
 - c. What do my clothes say about me? Will I appear neat, professional, organised, fashionable, messy, and/or careless?
6. As a class, re-watch the clip and ask the students to “block” the movements performed by Sammy and Abigail as they fight. These are very small, subtle movements and involve slight shifts in direction – forward, back, angling away from each other. Ask students to explain the motivation of each character.

Download

- Student Activity Sheet E17.4: Body Language

Useful resources

- Ausdance Video Segment 4 - Safe Warm Up, Basic Contemporary Dance.
- Ausdance Video Segment 11 -Basic Mirror Activities.
- Ausdance Video Segment 10 -Trust Activities for Partner Work.
- [Ausdance Factsheet 2: Caring for the dancer's body.](#)
- [Ausdance Factsheet 7: Safe dance floors.](#)
- [Ausdance Factsheet 13: Safe spaces for dance.](#)
- [Ausdance Factsheet 11: Producing a dance performance.](#)
- [Dance Academy \(first year\) website:](#) (Click on backstage, select the “behind the scenes” clapper board and watch the first clip: Sammy and Christian in rehearsal, blocking moves for a fight/dance.)



NAME:

Student Activity Sheet:
Activity:

E17.4
Body
Language

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Body Language

Answer the following questions about Body Language:

- What am I revealing about myself? Describe what you look like when you appear confident, worried, nervous, enthusiastic, knowledgeable, sympathetic or interested.

- What is my tone of voice saying to others? Describe what you sound like when you appear bored, informed, interested, polite, rude, loud, shy.

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- What do my clothes say about me? Describe how your clothes may look when you seem neat, professional, organised, fashionable, messy, careless?
